­­­**AUBURN UNIVERSITY**

**SPECIAL EDUCATION, REHABILITATION, AND COUNSELING**

**SYLLABUS**

**Course Number and Section:** COUN 4000 D001

**Attribute:** Online Synchronous

**Class Location:** Zoom

**Class Meeting Times: MWF 10:00-10:50am**

**Course Title:** Introduction to Counseling and Psychotherapy

**Prerequisite:** COUN 2000

**Credit Hours:** 3 semester hours credits/Graded

Instructor Information: Emma Taghon, M.Ed., NCC

Graduate Teaching Assistant

evt0002@auburn.edu

Preferred Salutations: Ms. Taghon, Instructor

Office Hours: By appointment via Zoom

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| *The course syllabus is a general plan for the course.*  *Deviations may be necessary in order to meet the needs of the class and any such deviations will be communicated to the class in a timely manner.* |

**Course Description**

This course is an introduction to current theory, research, and practice regarding counseling and psychotherapy. We will cover several current issues relevant to counseling and psychotherapy, including the process of change, history of psychotherapy, theoretical perspectives, ethical issues in therapy, recent research, empirically supported treatments, opportunities and challenges for practice, and practical concerns. You will *not* do counseling with actual patients and this is *not* a Practicum course. My goal is to introduce you to the fields of counseling and psychotherapy, so you can more clearly define your own interests, aptitudes, and values related to the counseling process.

## Course Objectives: Through course readings and assignments students will:

## Gain and demonstrate familiarity with the fields of counseling and psychotherapy

## Identify the role of ethics in the practice of counseling and psychotherapy

## Articulate different major theories used to guide counseling

1. Gain and demonstrate familiarity with the counseling process

## Discuss specialties within the fields of counseling and counseling psychology

## Discuss historical factors that affect current practices in counseling

## Course Requirements and Grading

The requirements

1. **3 exams** (100 points each; 300 points total) covering reading and class material for the specific section of the course.
2. **6 journals** (50 points each; 300 points total) tied to each course objective for primary demonstration of content mastery. Students will summarize and critically reflect upon the course readings and/or class material assigned.
3. **1 final group presentation** (150 points total) to provide an additional opportunity for student mastery of course objectives. This comprehensive assignment replaces a traditional final exam.
4. **A research paper** (Peer Review Draft = 30 points, Final Paper = 120 points; 150 points total) addressing one topic covered in the Gladding or Luhrmann texts.
5. **Course participation** (100 points total) to encourage student engagement in lectures, readings, and course discussions. The questions you turn in weekly on Monday nights will also be counted in the participation grade.

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| **Assignments** | | **Points Earned** | **Points Possible** |
| 6 Journals (50 points each; 300 points total) | Journal 1 |  | 50 |
| Journal 2 |  | 50 |
| Journal 3 |  | 50 |
| Journal 4 |  | 50 |
| Journal 5 |  | 50 |
| Journal 6 |  | 50 |
| 3 Exams (100 points; 300 points total) | Exam 1 |  | 100 |
| Exam 2 |  | 100 |
| Exam 3 |  | 100 |
| 1 Group Presentation (150 points total) | |  | 150 |
| 1 Research Paper (150 points total) | Draft |  | 30 |
| Final Paper |  | 120 |
| Course Participation (100 points total) | |  | 100 |
| **TOTAL:** |  |  | 1000 |
| **BONUS POINTS EARNED:** |  |  |  |
| **FINAL POINTS:** |  |  |  |

**Calculations:** Grade cutoffs are as follows:

A = 900-1000 points (90-100%)

B = 800-899 points (80-89%)

C = 700-799 points (70-79%)

D = 600-699 points (60-69%)

F = 0-599 points (0-59%)

**Required Textbooks (should plan to purchase and need to read)**

Gladding, S.T. (2018). *Counseling: A comprehensive profession* (8th ed.). Columbus, OH: Pearson. ISBN: 9780134460604

**Recommended Textbook (not required)**

American Psychological Association. (2020). *Publication Manual of the American Psychological Association*, (7th ed.). ISBN: 9781433832178

Luhrmann, T.M. (2000). *Of two minds: The growing disorder in American Psychiatry*. New York: Alfred Knopf. ISBN: 978067974493

**Exams**

The three exams will be a mixture of *multiple-choice, short answer, and essay style response.* Approximately 50% of the items will be from required readings, and the other 50% from class materials, which includes lectures, demonstrations, guest lectures, role plays, and discussions. Lectures and readings will be complementary, therefore performing well on exams will require knowledge of material covered both in class and from the readings. The exams are not cumulative, and each exam only covers the readings and lectures (plus other class materials) for that third of the course. Make-up exams (which will require written documentation of an excused absence) will be short-answer essay format that cover the same material as the scheduled exams. An absence will be considered excused if there is written documentation of a severe emergency, serious illness with doctor’s note (dated the day of the absence), or Auburn approved event.

**Journal Papers**

You will write 6 two-page typed (Times New Roman, 12pt., single spaced) critical reflection on the readings. This is a chance for you to ask questions and share your own thoughts and reactions to the readings. Think about what you liked, disliked, agreed, disagreed with from the material.

**Final Group Presentation**

In groups of 3-4, students will select a topic and research how counselors work to help individuals with that particular concern. Students whose major is in a related field may present on how people from their discipline work with this particular concern. Each group must clear the presentation topic with the instructor by the 8th week of class. Each group will submit an outline of their topic 1 week ahead of their presentation date.

***Topic:***Students will select a topic for this assignment based on areas of interest in the counseling field. (Examples include: depression, bipolar, anxiety, loneliness, eating disorders, ADHD, relationship concerns, etc.).

***Presentation:***Students will spend a total of 15 minutes describing the selection of their topic, the elements included, and the relation to our course. The presentation required content aligns directly to course objectives and should include: (Obj 1) a clear relevance to either counseling or psychotherapy, (Obj 5) an explanation of which field(s)/setting(s) this issue may appear in, (Obj 2) what an ethical dilemmas may be related to this issue and appropriate discussion of solution, (Obj 4) how this issue relates to the overall counseling process, (Obj 3) utilization of a specific theory, intervention, and background of selected theory, and (Obj 6) a discussion of historical (including multicultural) factors that may have influenced this issue.

***Handouts:*** Each group should provide handouts to classmates for this presentation. This can be in the form of digital presentation slides. This will serve as a resource for classmates in future coursework and professional endeavors.

***References:*** All presentations should be built utilizing course readings, class discussions, and professional references. At least 3 professional references should be utilized per section of the presentation, totaling 15 peer-reviewed articles or academic books, not to include the Gladding or Luhrmann texts.

**Research Paper**

*This paper has two parts, a peer review draft (30 pts) and the final paper (120 pts) for a total of 150 points. The purpose of the peer review is to gain feedback on how to improve your paper from your peers and instructor.*

You will write a 5-page research paper addressing some aspect of the counseling process discussed in the Gladding or Luhrmann textbooks. Your paper must be typed, doubled-spaced, use Times New Roman, 12pt., and use 1.0 inch margins. As a class, we will discuss a list of possible issues that you may want to consider for your paper. Your research paper will follow APA format. As an upper-level course student, it is expected that you will continue to develop critical writing and research skills. Therefore, this paper will in essence be a literature review like those you would find in a peer-review journal. You will review what the textbook authors say about the topic and supplement your review with other academic sources (You will have at least 5 sources that are either professional books or journals, not websites). This will be written in a professional writing style (3rd person language, in-text citations, etc.).

Your literature review should include a discussion of how that topic fits with the course and the field of counseling & psychotherapy, as well as a brief speculation on the implications of this issue for the future.

Examples of relevant peer-reviewed journals are the *Journal of Humanistic Counseling, American Journal of Family Therapy, Journal of Multicultural Counseling and Development, Women and Therapy, Journal of Abnormal Psychology, Journal of Counseling Psychology, Behavior Therapy, Cognitive Therapy and Research, Behavior Research and Therapy, American Journal of Psychiatry, and Archives of General Psychiatry.*

You should include a title page, in-text citations, and a reference page (all in APA format). You may not quote more than 50 words, and always put quotations in quotation marks along with providing the source (authors followed by year) and page number. Avoid plagiarism as it will result in a grade of zero for the paper. You will submit your paper for me to review on the date listed in the course schedule. There will also be a day in class where you will meet with a partner to review one another’s papers. The purpose of these reviews is so that you can receive feedback to help you as you develop your academic writing skills. I will assign a grade to your draft and provide you with feedback. You will then hand in a revised version addressing all feedback you have received, plus the original version with my comments on the date listed in the course schedule (you must hand in the original or I can not evaluate your improvements). The first version of your paper is worth 30 points and the revisions are worth 120 points, therefore it is recommended that you take both versions seriously. Late papers will be penalized (see Late Policy).

**Course Participation**

My teaching philosophy revolves around student engagement in class discussions. Therefore, in order to have a successful learning experience, students will have to take assigned readings seriously, and actively seek engagement in this course. Students are required to have read assigned material prior to attending class. Classes will be held in a discussion or activity-based format allowing for maximum learning for all students. Therefore, students will be expected to come to class prepared to ask questions and engage in class discussions. **Every Monday by 11:59pm, students are expected to turn in 2-3 discussion questions based on the readings for the week on Canvas. These questions will be used in discussion on Wednesday.** Points for course participation will be rewarded based on contributions to class discussions, engagement with peers and instructor, and submission of 2-3 questions weekly.

**Extra Credit Opportunities:** The College of Education has a subject pool operated through SONA system. The system provides students access to sign up for research studies for course extra credit. These studies can be in person or online. You received an email from the SONA administrator asking that you login to the system and create a password. If you are unable to access this, please email [sona@auburn.edu](http://sona@auburn.edu).

For every SONA credit you earn, you earn 2 cumulative bonus points to your class earned points (i.e., NOT points on your final grade). No more than 6 extra credit points (or 3 SONA points) can be applied to your grade through SONA. If you have questions about how these extra credit points are applied, please email me. If you have questions about participating in studies, please email [sona@auburn.edu](mailto:sona@auburn.edu).

Additionally, students will have the opportunity to earn bonus points through attendance. Students who miss 0 classes will earn 14 bonus points, and each class missed will reduce the bonus earnings by 2 points. For instance, students who miss one class will earn 12 points, two classes will earn 10 points, etc. The assigned point value for attendance equates to a 2% overall grade rounding at the end of the semester. (Example: a student who earned an 88% in this course but attended all classes, would receive 14 bonus points and therefore would have a 90% final course average). Students will not be penalized for missing any classes, and University Approved Excuses will not impact earning bonus points for this course. Please also reference the attendance policy for this course for how attendance will be taken.

Additional bonus point opportunities may become available throughout the semester. For instance, on exam review days. When available, these opportunities will be posted on Canvas in addition to discussed in class. Additional bonus points may be combined with SONA bonus points (with a maximum of 6 points coming from the SONA credits).

**Attendance Policy**

Formal attendance will only be mandatory on final group presentation day (for COUN 4000). However, attendance is highly encouraged, and it is your responsibility to obtain any material covered during absences. It will be difficult to do well on exams and complete assignments on time without regular attendance. Therefore, attendance will be taken daily and will constitute up to 14 possible bonus points (see extra credit opportunities above). Attendance will be taken in various forms, at the discretion of the instructor. Ways in which attendance may be collected is through roll call during class, the chat feature on Zoom, email, participation in class, or any other means dictated by the instructor. The instructor reserves the right to take attendance at any point during the class time (not always at the beginning of class). Attendance participation will be monitored via Canvas throughout the semester. Attendance points will be earned through both Zoom and in-class lectures as appropriate.

**Late Assignments**

Assignments are due at the beginning of the class on which they are assigned. Should technological issues arise through the submission of assignments on Canvas, you are expected to submit the assignment by the due date and time to me by email (but be sure they go through). Unexcused late papers/assignments will be accepted up to 4 days past the due date, resulting in a significant grade reduction for each day past the date due. Unexcused late assignments that are submitted within 24 hours of due date will result in an automatic 20% grade reduction and an additional 20% per additional 24 hours late. Unexcused late papers/assignments will not be accepted beyond 4 days past the due date.

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| **Assignment Submission** | **Point Reduction** | **Assignment Submission** | **Point Reduction** |
| 0-24 hours late (1 day) | 20% | 72-96 hours late (4 days) | 80% |
| 24-48 hours late (2 days) | 40% | +96 hours late (+5 days) | No credit |
| 48-72 hours late (3 days) | 60% |  | |

**Device Policy**

This policy includes, but is not limited to cell phones, smart watches, tablets, and laptops. These items are to be turned on silent or vibrate during class. Students are permitted to answer calls/texts during class **as long as they are not disruptive and are respectful of others** (i.e. stepping out of class to answer calls). If an electronic device goes off in class, a warning will be given. If after the warning is given the device continues to go off, the student will be asked to leave the class for the remainder of the class session (see classroom behavior policy).

**Lecture Materials**

These itemswill be posted on Canvas before each class (PowerPoint handouts, articles, etc.) It will be your responsibility to print these out and bring to class to use in discussion and note taking as needed.

**Canvas/Email**

Students are expected to familiarize themselves with Canvas. All course documents (i.e. syllabus, schedule) and PowerPoint handouts will be available on Canvas. The instructor will make every effort to keep all students’ grades up to date on the course Canvas page by grading within one week of the assignment due date.

Auburn University TigerMail is the preferred means of communication between student and instructor throughout this course. Emails from servers outside of AU TigerMail will not be accepted (i.e. gmail, yahoo, outlook, etc.). Students are expected to check their email accounts/Canvas announcements on a daily basis. The instructor will notify you via Canvas announcements of any course changes. It is highly encouraged that students ensure Canvas settings forward Canvas announcements to their TigerMail account. The instructor will make every effort to respond to emails within a 24-hour period during weekdays. The instructor will not be responsive to emails after 7pm or on weekends and holidays.

**Course Policies Related to Covid-19**

This course will be offered using Zoom synchronously, using asynchronous online formats as well (Canvas). For the beginning of the semester, students will attend classes synchronously on Zoom on Mondays and Wednesdays. See the policies related to Covid-19 if you feel unsafe or unable to attend in person. Should this occur, the transition will be discussed at great length during class time.

Please do the following in the event of an illness or COVID-related absence:

1. Notify me in advance of your absence, if possible
2. Provide me with medical documentation, if possible
3. Keep up with coursework as much as possible
4. Participate in class activities and submit assignments remotely as much as possible
5. Notify me if you require a modification to the deadline of an assignment or exam
6. Finally, if remaining in a class and fulfilling the necessary requirements becomes impossible due to illness or other COVID-related issues, please let me know as soon as possible so we can discuss your options.

Students with questions about COVID-related illnesses should reach out to the COVID Resource Center at (334) 844-6000 or at [ahealthieru@auburn.edu](mailto:ahealthieru@auburn.edu).

**Health and Well-Being Resources:** These are difficult times, and academic and personal stress is a natural result. Everyone is encouraged to take care of themselves and their peers. If you need additional support, there are several resources on campus to assist you:

* COVID Response Team (<http://ahealthieru.auburn.edu/>)
* Student Counseling and Psychological Services (<http://wp.auburn.edu/scs/>)
* AU Medical Clinic (<https://cws.auburn.edu/aumc/>)
* Auburn Cares Office (<http://aucares.auburn.edu/>)

**Technology Requirements**

This course may require particular technologies to complete coursework. If you need access to additional technological support, please contact the AU Bookstore at [aubookstore@auburn.edu](mailto:aubookstore@auburn.edu).

**University Approved Excuses**

According to the Auburn University Student eHandbook, instructors will excuse absences for the following reasons:

1. Illness of the student or serious illness of a member of the student’s immediate family.
2. The death of a member of the student’s immediate family.
3. Trips for members of the student organizations sponsored by an academic unit, trips for university classes, and trips for participation in intercollegiate athletic events. For this course, the student must notify the instructor in writing at least one week prior to the absence for such events.
4. Religious holidays. For this course, students are responsible for notifying the instructor in writing at least one week prior to anticipated absences due to their observance of such holidays.
5. Subpoena for court appearance.
6. Military Orders
7. Any other reason the instructor deems appropriate.

The full Auburn University Attendance policy can be found at the following link: <https://sites.auburn.edu/admin/universitypolicies/Policies/PolicyonClassAttendance.pdf>

**Academic Honesty**

Auburn University expects students to pursue their academic work with honesty and integrity. The Academic Honesty Code contains a list of those actions that are considered cheating and the possible consequences that those actions carry. Violations of the Academic Honesty Code will NOT be tolerated in this course. If you are found in violation of the Academic Honesty Code, it will result in your receiving a failing grade. It is the student’s responsibility to review and adhere to the Academic Honesty Code: <https://sites.auburn.edu/admin/universitypolicies/Policies/AcademicHonestyCode.pdf>.

**Diversity Statement**

It is my intent that students from all diverse backgrounds and perspectives be well-served by this course, that students’ learning needs be addressed both in and out of class, and that the diversity that the students bring to this class be viewed as a resource, strength, and benefit. Your suggestions are encouraged and appreciated. It is critical that each class member show respect for all worldviews expressed in class. Please let me know if something said or done in the classroom, by either myself or other students, is particularly troubling, discomforting, or offending. While our intention may not be to cause discomfort or offense, the impact of what happens throughout the course is not to be ignored and is something that I consider to be very important and deserving of attention.

**Classroom Behavior**

Non-threatening behaviors that impede the learning of other students will result in the following consequences:

1. The instructor will issue a general word of caution to the class as a whole rather than to a particular student as to not exacerbate the problem.
2. The instructor will speak with the student in a one-on-one setting if the issue continues either in the same class or another class period.
3. If the disruptive behavior is preventing further instruction, the instructor is authorized to ask the disruptive student to leave the class immediately for the remainder of the class session. Removal from the classroom more than one class period, for an extended period, or on a permanent basis requires the instructor to file charges of a violation of the Auburn University Discipline Code with the Vice President for Student Affairs.

If threats have been made or physical violence is imminent, the instructor should notify the Auburn University Department of Public Safety immediately. The instructor should also notify the course department head/chair or dean promptly, followed by a memo to the department head/chair or dean.

Examples of improper behavior in the classroom (including the virtual classroom of e-mail, chatrooms, telephony, and web activities associated with courses) may include, but are not limited to, the following:

* Arriving after a class has begun
* Use of tobacco products
* Monopolizing discussion
* Persistent speaking out of turn
* Distractive talking, including cell phone usage
* Audio or video recording of classroom activities or the use of electronic devices without the permission of the instructor
* Refusal to comply with reasonable instructor directions
* Employing insulting language or gestures
* Verbal, psychological, or physical threats, harassment, and physical violence

It is the student’s responsibility to review and adhere to the Auburn University Policy on Classroom Behavior: <https://sites.auburn.edu/admin/universitypolicies/Policies/PolicyonClassroomBehavior.pdf>.

**Title IX**

Auburn University is committed to providing an environment that is free from discrimination and harassment based on protected class. If you believe you have been the victim of harassment or discrimination based on race, color, religion, national origin, disability, age, or sex (including sexual orientation, gender identity, and gender expression), we encourage you to report it. If you report sexual assault or sexual misconduct to a faculty member, the faculty member is obligated to notify the University’s Title IX Coordinator about the basic facts of the incident. For more information about your Title IX reporting and resource options at Auburn University, please go to: <http://www.auburn.edu/titleix>.

**Office of Accessibility**

Any student needing accommodations should inform the instructor and/or the Office of Accessibility as soon as possible (<https://accessibility.auburn.edu/>). I follow the Auburn policies regarding Accommodations.

**Student Policy eHandbook**

This course will follow the policies listed in the Auburn University Student Policy eHandbook. It is the responsibility of the student to review and adhere to the policies listed here: <http://www.auburn.edu/student_info/student_policies/>.

**Class Calendar**

* On Mondays, you will work independently on assignments & readings. On Wednesdays, we will meet as a class to discuss class content and engage in class activities related to material. On Fridays, I will upload a recorded lecture which you will watch to prepare for our meetings and your assignments.
* Due dates and times for assignments will be accurately displayed in Canvas as well.

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| **Week** | **Date** | **Tasks & Topics** | **Readings & Assignments** |
| Week 1 | Jan 12 – W | Course Introduction & Syllabus | * Syllabus |
|  | Jan 14 – F | **Objective #1: Field Overview**  What is Counseling/Psychotherapy?  Historical Overview and the Process of Change and Growth  Counseling in Various Settings Overview  Personal and Professional Aspects of Counseling  Intro into Psychiatry, Mental Health, and Stigma | * Gladding: Chapter 1, Appendix A (pgs. 427-440) * Luhrmann: Introduction |
| Week 2 | Jan 17- M  **MLK DAY** | *NO CLASS*  **Discussion Questions due at 11:59pm** | |
|  | Jan 19- W | **Objective #1: Field Overview** | * **Journal #1 Due** |
|  | Jan 21 - F | **Objective #2: Ethics in Counseling**  Ethical and Legal Aspects of Counseling  Ethical Issues and Suicide  Ethical Issues and Homicide | * Gladding: Chapter 2 * ACA Code of Ethics (on Canvas) |
| Week 3 | Jan 24- M | Independent Work Day | * **Discussion Questions due at 11:59pm** |
|  | Jan 26- W | **Objective #2: Ethics in Counseling** | * **Journal #2 Due** |
|  | Jan 28 – F | **Objective #3: Theories**  Theories and Specific Approaches: The Importance of Perspective  Psychodynamic and Adlerian  Behavioral/Cognitive | * Gladding: Chapter 7 (pgs. 146-160), Chapter 8 (pgs, 182-184), Appendix B * Luhrmann: Chapter 1 (pgs. 25-56) |
| Week 4 | Jan 31 -M | Independent Work Day | * **Discussion Questions due at 11:59pm** |
|  | Feb 2 – W | **Objective #3: Theories** |  |
|  | Feb 4 – F | **Objective #3: Theories**  Person Centered, Gestalt, Existential  Time Limited/Brief/Crisis  Feminist, Family Systems, Internal Family Systems | * Gladding: Chapter 7 (pgs. 160-170), Chapter 8 (pgs. 184-199), Appendix B * Luhrmann: Chapter 1 (pgs. 56-83) |
| Week 5 | Feb 7 – M | Independent Work Day | * **Discussion Questions due at 11:59pm** |
|  | Feb 9 – W | **Objective #3: Theories** | * **Journal #3 Due** |
|  | Feb 11 – F | **Review for Exam 1** |  |
| Week 6 | Feb 14 – M | **Exam 1**  History, Change Process, Ethics, and Theories |  |
|  | Feb 16 – W | Orientation to Research and Writing |  |
|  | Feb 18 – F | **Objective #4: The Counseling Process**  Building Counseling Relationships  Intake and Clinical Interview | * Gladding: Chapter 5, Chapter 6 * Luhrmann: Chapter 2 (pgs. 84-102) |
| Week 7 | Feb 21 – M | Independent Work Day | * **Discussion Questions due at 11:59pm** |
|  | Feb 23 – W | **Objective #4: The Counseling Process** |  |
|  | Feb 25 – F | **Objective #4: The Counseling Process**  Diagnosis in Counseling/Psychotherapy  Testing and Assessment  Groups in Counseling  Consultation and Supervision | * Gladding: Chapter 12, Chapter 9, Chapter 10 * Luhrmann: Chapter 2 (pgs. 102-118) |
| Week 8 | Feb 28- M | Independent Work Day | * **Discussion Questions due at 11:59pm** * **Journal #4 Due** |
|  | Mar 2 – W | **Review for Exam 2** |  |
|  | Mar 4 – F | **EXAM 2**  Counseling Process: Establishing a relationship, progression, and client care |  |
| **SPRING BREAK**  Mar 7- 11 | *NO CLASS – SPRING BREAK* | | |
| Week 9 | Mar 14 – M | Independent Work Day |  |
|  | Mar 16 – W | **AU Library Resources Guest Speaker**  Overview of Research and Writing | * Gladding: Chapter 11 |
|  | Mar 18 – F | **Objective #5: Counseling Specialties and Settings**  Clinical Mental Health Counseling  School Counseling  Rehabilitation Counseling  Couples and Families in Counseling | * Gladding: Chapter 18 (pgs. 408-420), Chapter 15, Chapter 14, Chapter 17 (pgs. 400-406) * Luhrmann: Chapter 3 (pgs. 119-157) |
| Week 10 | Mar 21 – M | Independent Work Day | * **Discussion Questions due at 11:59pm** |
|  | Mar 23 – W | **Objective #5: Counseling Specialties and Settings** |  |
|  | Mar 25 – F | **Objective #5: Counseling Specialties and Settings**  Community Mental Health and Private Practice  Career and College Counseling  Abuse and Addiction  Hospitals and Severe Mental Illness (SMI) | * Gladding: Chapter 18 (pgs. 421-423), Chapter 13, Chapter 16, Chapter 18 (pgs. 383-399) * Luhrmann: Chapter 4 (pgs. 158-202) |
| Week 11 | Mar 28 – M | Independent Work Day | * **Journal #5 Due** * **Discussion Questions due at 11:59pm** |
|  | Mar 30 -W | ***Working Day for Research Paper Draft* (Have draft ready to share with partner in class)** | * Appendix A * Chapter 9 * **Research Paper Draft Due** |
|  | April 1 – F | **Objective #6: Historical Factors in Counseling**  Counseling in a Multicultural Society  Trends in Counseling | * Gladding: Chapter 3, Chapter 4, Appendix A (pgs. 440-450) * Luhrmann: Chapter 5 (pgs. 203-238) |
| Week 12 | April 4 – M | Independent Working Day | * **Discussion Questions due at 11:59pm** |
|  | April 6 – W | **Objective #6: Historical Factors in Counseling**  ***Group Presentations Day 1*** |  |
|  | April 8 – F | **Objective #6: Historical Factors in Counseling**  Managed Care, Insurance  Differing Perspectives in Inpatient Care | * Luhrmann: Chapter 6 (pgs. 239-265) |
| Week 13 | April 11 – M | **Independent Work Day** | * **Journal #6 Due** |
|  | April 13 – W | **Review for Exam 3**  ***Group Presentations Day 2*** |  |
|  | April 15 – F | **EXAM 3**  Counseling Specialties and Settings, Historical Factors in Counseling |  |
| Week 14 | April 18 - M | Independent Work Day |  |
|  | April 20 - W | *Guest Lecturer* |  |
|  | April 22- F | Helping Professions Career Paths  Graduate School Overview | * Luhrmann: Chapter 7 (pgs. 266-293) |
| Week 15 | April 25 – M | Independent Work Day |  |
|  | April 27 – W | **Last Day of Class! Review and Discussion** | * Research Paper Due |